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27	[illegible]	2
29	[illegible] (Tow Way ANOVA) [illegible]	3

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ABSTRACT

Self-perceived competence of the scientific research skills to graduate students

MAHMUD FARES AL-SHALABI

Mu'tah University, 2009

This study aimed to measure the efficiency of self-perceived skills and scientific research methods to graduate students, and to achieve the goal of building scale study has been prepared specifically for this purpose was to ascertain the extent of relevance, since the introduction of the arbitrators specialized in measurement and evaluation, and educational psychology.

The scale applied to a pilot sample (30) individuals from outside the study sample. To calculate the stability coefficients the equation (Kronbach-alfa) was used to test the degree of consensus on the paragraphs of the respondents resolution.

After the application of the measure on a sample of the actual study (1221) students the results of the study indicated that the level of self-perceived competence of the scientific research skills among members of the study sample was central arithmetic average (2.96) to measure the total paragraphs, and the results of the study also pointed to the existence of efficient self - high among members of the sample paragraphs (1, 2, 3, 5, 8, 26, 15, 23, 24, 25, 13 and 22 and 9), where the average performance ranged between (3.09-3.54). It also pointed to the existence of self-efficiency medium-to paragraphs (4, 6, 7, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 23, 27, 28 , 29 , 30) where the average performance (2.50 - 2.99).

The results showed that no statistically significant differences at the level of significance ($\alpha \leq 0.05$) due to gender. Also showed a statistically significant difference due to the academic qualification in the ability to conduct scientific research. The presence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of self-perceived competence to graduate students due to academic qualification.

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(Duane, Murphy, and Burning, 1989) [illegible] (153) [illegible] %32) [illegible]

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(Rangle, Church,

(Szender, Dottie, and Reevs, 1990)

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(r=0,41)

(r=0,45) (r=0,17)

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(Wilhite, 1990)

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(r=0,417)

(r=0,38)

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(Muiton, Brown, and Lent, 1991)

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[illegible] (2006 [illegible]).

[illegible] (1997) [illegible]

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[illegible] (1997 [illegible]) [illegible]

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[illegible] (2005 [illegible]) [illegible]

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[illegible]

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
200	21	179	[illegible]	[illegible]
135	12	123	[illegible]	
254	28	226	[illegible]	[illegible]
165	14	151	[illegible]	
288	3	285	[illegible]	[illegible]
179	1	178	[illegible]	
1221	79	1142		[illegible]

3.3 [illegible]

[illegible] (58) [illegible]

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[illegible] (30) [illegible]

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1	0.73	3.54	[illegible]	Q26
2	0. 70	3.36	[illegible]	Q1
3	0.75	3.35	[illegible]	Q2
4	0.80	3.3	[illegible]	Q15
5	0.78	3.27	[illegible]	Q3
6	0.80	3.26	[illegible]	Q24
7	0.80	3.22	[illegible]	Q25
8	0.91	3.19	[illegible]	Q23
9	1.44	3.16	[illegible]	Q13
10	1.03	3.13	[illegible]	Q5
11	0.94	3.10	[illegible]	Q22
12	0.95	3.09	[illegible]	Q9
13	0.98	3.09	[illegible]	Q8
14	0.84	2.99	[illegible]	Q16
15	1.09	2.95	[illegible]	Q10
16	0.94	2.93	[illegible]	Q30
17	0.79	2.92	[illegible]	Q27
18	0.86	2.92	[illegible]	Q4
19	1.43	2.89	[illegible]	Q18
20	0.89	2.79	[illegible]	Q19
21	0.96	2.77	[illegible]	Q29
22	1.05	2.74	[illegible]	Q6
23	0.95	2.71	[illegible]	Q17
24	1.01	2.69	[illegible]	Q21
25	1.37	2.66	[illegible]	Q14
26	1.05	2.61	[illegible]	Q11
27	1.13	2.61	[illegible]	Q28
28	1.03	2.54	[illegible]	Q20
29	0.97	2.50	[illegible]	Q12
30	1.01	2.50	[illegible]	Q7
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000	160.296	38084.97	1	38084.96	[illegible]
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				łƥŭ̈Ƶ KƒƦƧǭ łDžžǿƒ KƒƧǒƙdžƲhư	28
				ăƧPŬƒł ǴhŬƒƝƑƘĂłoĦþƝƑƘȽhƷƷƧƒ	29
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